



Monthly Special Education Director Call

Office of Special Education Programs
September 21st, 2021

1



Professional Development Series

2

New Professional Development Coming this Fall!

EDFN 592: Supporting Students who are Deaf or Hard of Hearing in Your Classroom

- A one-credit course is being offered to all South Dakota K-12 teachers paid for on behalf of DOE thru the University of SD in collaboration with South Dakota School for the Deaf Outreach Program.



3

Professional Development Series

The series of activities is focused on understanding and learning about what a classroom teacher can do to support a student who is Deaf or Hard of Hearing.

- Topics include-
 - Learning all about what a student's hearing status may mean
 - Impact on social, academic, and language skills
 - Roles of service providers that may be a part of the child's education team
 - Assistive technology and devices available to make access in the classroom meaningful
 - Learning some ASL signs and how to set up an acoustically friendly classroom.

4

Register Now

- An online self-paced course will be offered in both the fall and spring semesters. Open to the first 50 registrants!
- CEU can also be earned by any SD K12 teacher registering for the learning modules. Teachers have the entire year to complete.
- SLP CEUs will be offered upon approval
- Two Live Webinars available in October!
- Courses are scheduled to begin mid September!
- Registration can be found here:
<https://aceware.usd.edu/wconnect/CourseStatus.awp?&course=21FA-93832>



- Self – Paced
- Cost paid by DOE
- One Graduate Credit

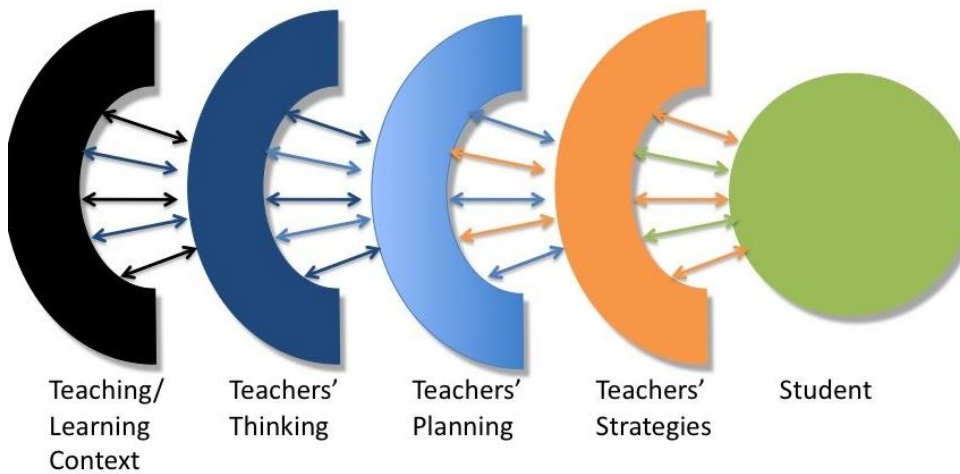
First 50 registrations
✓ Two Classroom Educator
Privately Books
✓ Helpful and Fun Resources

Stay
Tuned!

Free CEU Opportunities Coming Soon!!

- Self – Paced Professional Development CEUs
- Live Webinar for CEUs in October

5



Effective Practices

6

High Leverage Practice (HLP) Highlight

HLP 2: Leading Effective Meetings with Professionals and Families

IEP Meeting Tips

Use an agenda:

An agenda can keep the meeting on track for time and content. It also lets all participants know what will be discussed and when.

Post a digital draft IEP on a wall/screen:

A digital draft posted ensures all team members can see the draft and any changes made during the meeting.



7

High Leverage Practice (HLP) Highlight

HLP 2: Leading Effective Meetings with Professionals and Families

IEP Meeting Tips

Gather meaningful input from teachers, students, and families:

iep
IEP Quality Project

Student IEP Planning Sheet

Name: _____ Date: _____

You will be attending an IEP meeting at which you will develop goals to work on with your teachers over the next year. To help develop these goals, please answer the following questions and bring them to the meeting.

1. What are you best at in school?
2. What areas do you struggle with at school?
3. What have people done, or what can they do, to help you with those things that are hard for you to do?
4. What would you like to learn to do better at school?
5. Do you learn best when you: _____
(See information in pictures or read about it (diagrams, charts, photos, books))



8

High Leverage Practice (HLP) Highlight

HLP 2: Leading Effective Meetings with Professionals and Families

IEP Meeting Tips

Keep all members focused on the most important thing – the student:

- Display student picture
- Share student-created video, slide presentation or poster.
- Encourage older students to lead the meeting.



9

October is Dyslexia Awareness Month

Trainings

- Register on Go Sign Me Up
- 1. **Dyslexia Assessment in SD Training**
 - October 8, October 29, and November 5
- 2. **Struggling Reader Support Series**
 - Monthly webinars beginning October 4
- 3. **BTBL Tools for Struggling Readers**
 - Informational Webinar on October 18

Dyslexia Resources

- SD Dyslexia Handbook - <https://doe.sd.gov/dyslexia/documents/Handbook-21.pdf>
- Dyslexia Brochure - <https://doe.sd.gov/dyslexia/documents/Brochure.pdf>



Contact Brandi Gerry (brandi.gerry@state.sd.us) for more information.

10

IEP Quality Website Tip of the Month



Components of Annual Goals: Observable, Measurable Behavior

The behavior in any annual goal should be described in a way so that the parent, child (if appropriate), and any staff member can read the statement and understand what skill(s) the child should be demonstrating or achieving without the need for additional interpretation. The skill(s) identified are the instructional focus for specially-designed instruction.

Observable behaviors allow more than one teacher or observer to agree upon the extent to which the behavior has occurred.

Measurable behavior can be counted or quantified in a reliable manner.

11

IEP Quality Website Tip of the Month



Is this behavior observable / measurable?	YES	NO
Maddie will demonstrate appropriate classroom behavior.		X
Carlos will improve his reading comprehension skills.		X
John will improve his math reasoning skills.		X
John will improve his math reasoning skills <i>as demonstrated by</i> reading five 4th-grade level word problems involving multiplication and division and identifying which operation must be performed to solve the problem.	X	
Micah will complete a store purchase accurately by correctly adding up the cost of items and providing money to cover the cost, without assistance.	X	

12

IEP Quality Website Tip of the Month



Also, the initial CONDITIONS components of a goal can be part of what makes a behavior observable and measurable because they establish the specifics regarding the demonstrated skill:

Given a third grade level text of between 150-200 words containing a set of words with the phonemes ough, aigh, eigh, ai, ea, ay, ou, oul, and oi with all of their possible corresponding sounds/pronunciations, **Jake will read the paragraph aloud** with fewer than two decoding errors (self-corrections/repetitions not counting as errors) in 3/3 consecutive trials.

13

IEP Quality Website Tip of the Month



Welcome, teacher [Logout](#)

search the IEP-Q site: [go](#)

Home > Measurable Annual Goal

Measurable Annual Goal

Goal Assistants

With these Goal Assistants, you can start with a student's deficit areas and grade level and write annual measurable goals and objectives that will be aligned to State Standards and contain the 3 components of a well-written goal/objective (see below). They are designed to assist in ensuring best access to the general education curriculum, while still addressing a child's individual needs.

Before writing goals, consider the selected standard's components

Many standards, particularly those that have been recently adopted, contain...

Toolbox

- Goals Test Questions (PDF)
- Bloom's Revised Taxonomy
- IEP Quick Reference Sheet (Word)
- Excel Goals Database

Email Jessie Ahlers
jessica.ahlers@state.sd.us
for access to IEPQ.

14



15

Revocation of consent for a particular service:

If a parent would like a specific item (such as a related service) removed from the IEP, what is the process?

- Hold an IEP meeting
- Determine if it is needed to provide FAPE.
 - If yes, it must remain, document on the PPWN reason why and inform parents of dispute resolution options.
 - If no, remove the service and document on the PPWN reason it was removed.

Resources:

- OSEP IDEA PART B SUPPLEMENTAL REGULATIONS ISSUED DECEMBER 1, 2008
- IEP Technical Assistance Guide



Note: If district feels a student no longer qualifies for a related service or special education, follow the dismissal process.

16

Residency

Follow District Process and Procedures

Answer questions about...

- We have an out of district placement student and parents move in the school year.
- Divorced parents, with equal custody, in different districts.
- Students placed by DSS, DOC, UJS

Refer to South Dakota Codified Laws

- [13-28-9](#) School residence for free school privileges--Change of residence during school year.
- [13-28-9.1](#) Residence of child assigned to special education program.
- [13-28-10](#) School residency of child residing in home other than residence of parents, guardian, or noncustodial parents--Petition to local school board.

17

Results Driven Accountability Tips

When reviewing your SPP Detail Reports or Risk Rubric areas,

- When the data does not seem correct such as...
 - We have more students than this.
 - These exit codes are not correct.
 - Where did they get this data?
- If the data does not seem correct, review your data entry process and procedures.
 - Do we understand the definition of data elements?
 - Are we providing correct information to the person entering the information?
 - Did we skip a step in the data entry process?
 - Where is the data obtained and where is it reported?
 - Do we have validation checks?

18



Special Education Data

19

Indicator B6 Data Results Indicator

Least Restrictive Environment Students Ages 3-5

Infinite Campus

- Least Restrictive Environment (LRE) entered under Special Education Field
- Students ages 3-5 enrolled/attending a preschool program and
- On an IEP (not in JK or Kindergarten)
- Coded using the 300 codes.

Special Ed Category
0100: General Class with Modifications 80-100%
0110: Resource Room 40-79%
0120: Self-Contained Classroom 0-39%
0130: Separate Day School
0140: Residential Facility
0150: Home/Hospital
0310: EC 10 hrs +/wk. services in Reg EC
0315: EC 10 hrs +/wk. services in other location
0325: EC less than 10 hrs/wk. services in Reg EC
0330: EC less than 10 hrs/wk. services in other location
0335: Special Education Class
0345: Separate School
0355: Residential Facility
0365: Home
0375: Service Provider Location

20

Example Spreadsheet to Determine Indicator 6 Percentages

618 Educational Environments Data for Children 3-5										SPP/APR Indicator 6	
Children attending a regular early childhood program (RECP) at least 10 hrs per week		Children attending a regular early childhood program (RECP) less than 10 hrs per week		Children attending a special education program			Children attending neither a regular early childhood program nor a special education program			6A	6B
A1	A2	B1	B2	C1	C2	C3	D1	D2		A. (A1 + B1)	B. (C1+C2+C3)
...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the RECP.	...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in some OTHER LOCATION.	...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the RECP.	...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in some OTHER LOCATION.	...specifically, a SEPARATE SPECIAL EDUCATION CLASS.	...specifically, a SEPARATE SCHOOL.	...specifically, a RESIDENTIAL FACILITY.	...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES at HOME.	...and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES at the SERVICE PROVIDER.	Grand Total	% of children served in RECP and receiving the majority of hours of special education and related service in the RECP.	% of children served in a special education class, separate school, or residential facility.
4.3%	86.6%	0.0%	0.0%	26.1%	0.0%	0.0%	0.0%	13.0%	100.0%	4.3%	26.1%

23

- Friendly reminder – this is due Oct 1
- Students that have exited high school in the 2020-21 school year
- More information can be found in August's sped director's call
- LaunchPad application - <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Unique login for Indicator 14
 - Contact Beth.Schultz@state.sd.us if need password reset

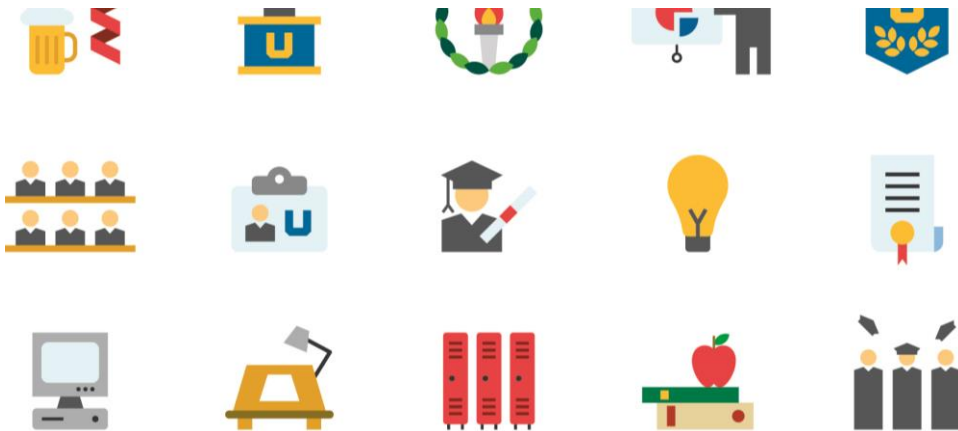
Indicator 14 – Appendix A

24

Indicator 8 Parent Surveys

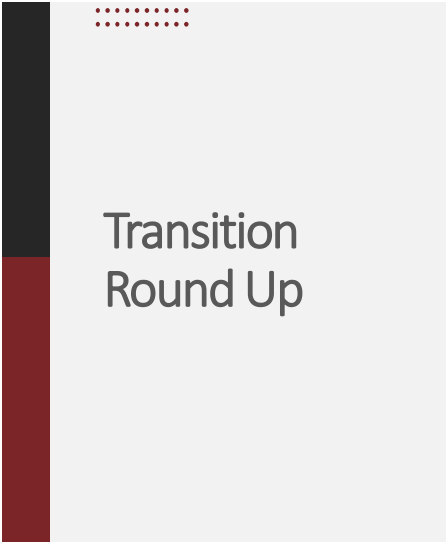
- All parent surveys have been dispersed.
- If you have not received your surveys and are part of a cooperative, please check with the cooperative first.
- Set up your district plan now ☺
- Contact Jessie Ahlers for any questions or if you need more surveys.
- Jessica.ahlers@state.sd.us

25



Miscellaneous

26



Transition Round Up

- Audience: High School (and Middle School) Sped Teachers working with High School Transition
- Monday, Sept 27, at 3-4 PM CST (virtual)
- Zoom Link - <https://us02web.zoom.us/j/81057432902?pwd=cIMyQy95Mm10YXlQWEVCTVhJSnE1Zz09>
- Some topics covered
 - Division of Developmental Disabilities services
 - Family Support 360
 - Strengthening Families
 - CHOICES
 - Respite Care

27



October is National Disability Employment Awareness Month (NDEAM)

Events happening around the state

- Oct 6 – 11:00 AM – **Mobridge** - Burger King, 807 Grand Crossing West – Recognition event – for more information/Corrina Alander 605.626.2398
- Oct 6 – 11:30-1:00 PM – **Brookings** - Featured speaker Samantha Craft (a.k.a. Marcelle Ciampi) a respected Autistic author – register at <https://www.brookingschamber.org/events/details/the-autistic-teacher-lessons-learned-15409> (there is a registration fee)
- Oct 6 – 8:45-9:45 AM – **Volga/Sioux Valley School District** - Featured speaker Samantha Craft (a.k.a. Marcelle Ciampi) a respected Autistic author
- Oct 7 – 8:30-10:00 AM – **Virtual Workshop (Sioux Falls event)** – Mental Health in the Workplace (Jana Burke, Mariposa Professional Services) – register at <https://tinyurl.com/393xttja>
- Oct 7 – 6:00 PM (box lunch) – 6:45 (speaker) – **Sisseton** - Featured speaker Samantha Craft (a.k.a. Marcelle Ciampi) a respected Autistic author – **RSVP by Oct 1** to Rachel Johnson at 605-698-7445 or email striping@venturecomm.net
- Oct 8 – 9:00-10:00 AM – **Madison High School Gym** – Featured speaker Samantha Craft (a.k.a. Marcelle Ciampi) a respected Autistic author

28

More NDEAM events

- Oct 7-14 – **Statewide virtual event** – ‘Hearts of Glass’ viewing during this week (link will be sent out on Special Ed listserv)
- Oct 12 – 8:30 AM CT - **Stateside virtual event** – Engage in live discussion with the filmmaker and Vertical Harvest employees (link will be sent out on Special Ed listserv)
- Oct 11, 12, & 14 – Virtual Presentation (**Mitchell area**) – more information will be shared on the Special Ed listserv when it's available
- Oct 21 – 7:30 – 9:00 AM (MT) – Rushmore Hotel, **Rapid City** - *Creating an Environment of Belonging*, Jared Narlock – For more information and to register contact Ronda Lynch at 605-394-2261
- Oct 21 – 9:00 – 10:30 AM (registration from 8-9) Old Mill, 106 Capitol St., **Yankton** – Local business leaders and employees sharing their success stories
- Oct 21 - 11:00 AM – 12:00 **Virtual Workshop (Aberdeen event)** – “How COVID Redefined the Workplace” - Presenters: Unbreakable Drive - Chaz Kellem & Chris Mielo - Registration: <https://state-sd.zoom.us/meeting/register/UJMtdeCuqzgIGNEUIGOKQrmHewzqU3D0IxA>
- Oct 22 8:30 – 9:30 AM – **Virtual Workshop (Pierre event)** “Drive and Grit – Never to be Underestimated” featured speaker Shawn Lyons, Lyons Den LLC. - Registration: https://state-sd.zoom.us/meeting/register/UJlvfu6ppzliHN1621q5YDS2oqYqzvmr_jHe
- Check within your community as other events are being scheduled

29

Special Education Resources

- Special Education Programs
 - <https://doe.sd.gov/sped/>
- Recorded Topical and Legal Webinars
 - <https://doe.sd.gov/sped/webinars.aspx>
- High School Transition resources for transition planning
 - <https://tslp.org/>
- State Performance Plan(SPP)/Annual Performance Report (APR)
 - Data reporting due dates and technical assistance
 - <https://doe.sd.gov/sped/SPP.aspx>

30

Next Sped Director Call

October 19th, 2021

SPED Director calls are recorded and
posted at within 2 weeks:

<https://doe.sd.gov/sped/directors.aspx>